



Business Division Assessment Plan

<http://www.caspercollege.edu/assessment/index.html>

Instructions: To submit an assessment plan for a specified program, please respond to each of the questions below. *Use as much space as you need to describe the program assessment plan.* Once this form is completed, please email it as an attachment to kthatcher@caspercollege.edu. For guidelines and/or assistance in developing a plan for assessing student learning, please contact Kathleen Thatcher or consult resources on the Assessment website at <http://www.caspercollege.edu/assessment/index.html>.

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1. **Program:** Associate of Applied Science Degree: Leadership and Organizational Management
 2. **Department:** Business
 3. **School:** Business and Industry
 4. **Person(s) Responsible for Developing Plan:** Scott Nolan with input and feedback from Gary Donnelly, Roberta Marvel, Gary Becker, Joe Simon, Karla Volpi, Kathleen Thatcher, and Liz Ott.
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 7. **Date Submitted:** August 6, 2010
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1. Does this program offer distance learning? Yes No

(*Note: Please complete a separate Assessment Plan form for each program.)

A. Conceptual Assessment Plan Components

Assessment enables an understanding of what students are learning as a result of the program. Assessment findings can be used for a variety of purposes including making decisions regarding curriculum and instruction as well as providing feedback to students.

1. *List your program's mission and goals.*
 - a. The School of Business and Industry provides students with the academic programs of general and specialized learning in preparation for responsible careers in the world of business.
 - b. Students wishing to pursue a Bachelor's degree in Business can complete the first two years of a baccalaureate degree through Casper College (Associate of Business Degree only). The program provides students with the opportunity to transfer at junior standing to a four year college or university.

- c. Business majors have the opportunity to pursue a top-quality two-year degree in Management, Leadership, or Entrepreneurship that provides the skills and abilities to succeed in the business world upon graduation.
- d. This educational experience enables students to develop the expertise needed to function in a business environment and to develop an understanding of the social and economic forces shaping the future of the world's economy.

Business Program Goals:

- 1. To provide programs in Business Education to parallel the first two years of a baccalaureate education and to meet the needs of transferring students.
 - 2. To provide Applied Science degrees in business to meet student and employer requirements for those students wanting to enter the workforce after graduating from Casper College.
 - 3. To enhance the student experience and quality of education through high quality degrees and curriculum and highly qualified faculty.
 - 4. To increase visibility of the Casper College Business Division in the community and region to promote interaction with businesses and the community as well as attracting students to Casper College.
 - 5. To monitor student success after graduation to ensure that we are providing appropriate education.
2. *List the student learning outcomes for the program addressed by this plan. (Note: Please complete a separate Assessment Plan form for each program.)*
- 1. Demonstrate a fundamental knowledge of the concepts of business law
 - 2. Demonstrate competence in using computer technology in the business environment
 - 3. Demonstrate knowledge of marketing and its function in business
 - 4. Demonstrate the ability to apply management concepts to business situations
 - 5. Demonstrate understanding of the application of the conceptual framework of accounting, generally accepted accounting principles, and financial statements
 - 6. Demonstrate ethical awareness in business
 - 7. Demonstrate the ability to distinguish between management and leadership skills as well as apply those leadership skills in various situations in business
 - 8. Demonstrate effectiveness in team settings
3. *Explain the student learning outcomes relation to the unit mission and goals (i.e. Do the student learning outcomes reflect the unit goals and objectives, further the mission, are rooted in the academic discipline, etc.?)*
- These student learning outcomes are all needed to accomplish the programs mission and goals of paralleling the first two years of a baccalaureate education to meet the needs of transferring students as well as those seeking a job/career after obtaining their associates

4. *Describe how and by whom assessment findings will be used.*

Assessment findings will be used by the Instructors, Department Head, Outcomes and Assessments Coordinator, and Dean of the School of Business and Industry to determine areas of strength in the program as well as to provide opportunities for improvement in the overall program.

B. Implementation Assessment Plan Components

It is important to create a detailed implementation plan that aligns each student learning outcome with each of the following items:

- (A) how/where program outcomes are learned,
- (B) what evidence/indicator(s) will be collected, including both direct and indirect evidence,
- (C) how the evidence/indicator(s) will be collected and by whom,
- (D) how the evidence/indicator(s) will be analyzed and by whom, and
- (E) how assessment findings will be communicated back to the academic unit's faculty and students and used to improve the program.

Please note, it is important that the implementation plan collects useful information and that the collection and analysis methods are manageable given the resources available in your academic unit.

1. *Instructions:* For each program-level outcome (not course objectives), please provide information for each category listed below. Both direct and indirect evidence/indicators should be utilized in your assessment plan. You are encouraged to utilize existing evidence/indicators when feasible to keep the process manageable. You should also collect evidence/indicators throughout the program and not just at the end.

Associate of Business Degree: Leadership and Organizational Management

Program Learning Outcome	Where the Outcome is learned	Evidence of Learning	Collection Methods for Evidence	Analysis Methods for Evidence	Feedback Procedures
1) Demonstrate a fundamental knowledge of business law concepts	BADM 2010 Business Law I	Successful completion of homework, written tests, and performance assessments with a 75% or better and student opinions of own learning	Grade evaluations on homework, written tests, and performance assessments and course evaluations will be used for student opinions of own learning	Student scores, faculty developed rubric for performance assessments, and course evaluations	Discuss at business faculty meeting, develop action plan, and follow-up
2) Demonstrate competence in using computer technology in the business environment	IMGT 2400 Introduction to Information Management	Successful completion of homework, written tests, and performance assessments with a 75% or better and student opinions of own learning	Grade evaluations on homework, written tests, and performance assessments and course evaluations will be used for student opinions of own learning	Student scores, faculty developed rubric for performance assessments, and course evaluations	Discuss at business faculty meeting, develop action plan, and follow-up
3) Demonstrate knowledge of marketing and its function in business	MKT 2100 Principles of Marketing	Demonstrate knowledge of the 4 P's of marketing on embedded exam questions (75% or above on question), proficiency on marketing project, and student opinions of own learning	Collect results of embedded exam question, use rubric to evaluate marketing project, and course evaluations for student opinions of own learning	Embedded question results, instructor and 2nd faculty use rubric for marketing project, and course evaluations	Discuss at business faculty meeting, develop action plan, and follow-up
4) Demonstrate the ability to apply management concepts to business situations	MGT 2100 Principles of Management	Proficient or better on rubric (75% or better) for case analysis and student opinions of own learning	Case analysis paper and presentation is done by each student and evaluated with rubric. Course evaluations will be used for student opinions of own learning.	Instructor and 2nd faculty use case analysis rubric and course evaluations	Discuss at business faculty meeting, develop action plan, and follow-up
5) Demonstrate understanding of the application of the conceptual framework of accounting, generally accepted accounting principles, and financial statements	ACCT 2010 Principles of Accounting I and ACCT 2020 Principles of Accounting II	Successful completion (75% or better) of embedded exam questions in ACCT 2010 & 2020 and Comprehensive Final exams in ACCT 2010 & 2020 and student opinions of own learning	Collect results of embedded exam questions, exam results, and course evaluations for student opinions of own learning.	Instructor and department head develop and use rubric (if applicable). Item analysis of embedded exam questions, examination results, and course evaluations.	Discuss at business faculty meeting, develop action plan, and follow-up

6) Demonstrate ethical awareness in business	BADM 2030 Business Ethics	Proficient (75%) or better on rubric on ethics case study and student opinions of own learning	Collect results from case study rubric and use course evaluations for student opinions of own learning	Instructor and 2nd faculty use rubric and course evaluations	Discuss at business faculty meeting, develop action plan, and follow-up
7) Demonstrate the ability to distinguish between management and leadership skills as well as apply those leadership skills in various situations in business	MGT 2150 Leadership	Proficient on embedded exam question(s) (75% or better). Proficient or better (75%) on leadership case study rubric. Student opinions of own learning	Collect results from embedded examination questions, case studies, and course evaluations for student opinion of own learning.	Embedded question results, Instructor and 2nd faculty use rubric for case, and course evaluations.	Discuss at business faculty meeting, develop action plan, and follow-up
8) Demonstrate effectiveness in team settings	MGT 2100 Principles of Management or MGT 2050 Leadership	Proficient (75%) or better on peer evaluation for group project and student opinions of own learning	Collect peer evaluation results for group project and use course evaluations for student opinions of own learning	Instructor and 2nd faculty analyze peer evaluation results and course evaluations	Discuss at business faculty meeting, develop action plan, and follow-up

2. Describe the responsibilities, timeline, and the process for implementing this assessment plan.
 - a. Instructors will gather data in each area they are instructing and share with the Business Division department head for analysis.
 - b. This analysis will be presented in Business Division faculty meetings.
 - c. All business faculty will participate in the development of action plans based on feedback and results.
 - d. All business faculty will participate in evaluating the effectiveness of this plan.
 - e. The Business Division will analyze outcomes 3 and 4 in academic year 2010-2011 and going forward.
 - f. Outcomes 1 and 2 will begin in academic year 2011-2012 and going forward.
 - g. Outcome 5 will begin in academic year 2012-2013 and going forward.
 - h. Outcomes 6 and 7 will begin in academic year 2013-2014 and going forward.
 - i. Data will be gathered on these outcomes and presented to the faculty in department meetings.
 - j. The department meetings will be used to interpret findings and develop action plans as needed.
 - k. These action plans will be implemented the following academic year and results will be evaluated (follow-up).

C. Global Design & Use

It is critical that program assessment plans be developed and approved by all faculty in the department. In addition, *include student input and external sources* (e.g., national standards, advisory boards, employers, alumni, etc.) in the development of the assessment plan(s).

1. *Describe the process through which your academic unit created this assessment plan. Include:*
 - a. *Timeline regarding when or how often this plan will be reviewed and revised. (This could be aligned with your unit's departmental review schedule.)*

This program assessment plan is an ongoing plan and will be reviewed and revised as needed but at least on an annual basis. The plan was first drafted by Scott Nolan in March of 2010 and distributed to faculty, outcomes and assessment coordinator (Kathleen Thatcher), and Dean of the school of business and Industry (Lesley Travers). During the summer of 2010, Scott Nolan, Gary Donnelly, Karla Volpi, Roberta Marvel, and Joe Simon attended the ACBSP Conference in Los Angeles, CA. This plan was created in a joint effort of Accounting, Marketing, Business, and Computer Applications and Business Technology departments. This collaborate effort has provided continuity across all of the areas listed above and also ensures faculty and department head participation.

b. How students were included in the process and/or how student input was gathered and incorporated into the assessment plan.
At this time students were not involved in the process, but will be incorporated in the future as the various assessment data is collected and the plan is more fully incorporated into the program.

c. What external sources were consulted in the development of this assessment plan?
In creating this program, as mentioned earlier, information gathered at the ACBSP conference in Los Angeles, CA was used. A very influential part of that was the information presented and distributed in the pre-conference seminar by Janice Staudemire entitled "Student Learning Outcomes: Closing the Loop." The Casper College Outcomes and Assessment Coordinator (Kathleen Thatcher) provided several samples for the Business Division to review throughout this process.

d. Assessment of the manageability of the plan in relation to departmental resources and personnel
This plan is manageable because we have chosen to start with two outcomes in the first academic year and will continue to add more outcomes as the division faculty and department heads become more familiar with the process. Further, many of these items are already being measured. The added steps of gathering, analyzing, developing action plans, and following-up will be the challenge. Since the process of developing the plan has been such a collaborative effort, the dedication to closing the loop will be strong.

MGT 2100 Principles of Management

Case/Presentation Evaluation Sheet

Student: _____ Topic: _____

Written Report

- Standard report formatting is followed ____/10 pts
 - Title page
 - Executive summary (one page summary of the case)
 - Introduction of the issues and background of the case
 - Body – what are the issues and how you address them using course knowledge
 - Conclusion – recap your recommendations/solutions/ideas about the issue(s) in the case
- Demonstration of course material used to make logical recommendations or solve/address issues ____/40 pts
- Report fully addresses the issue(s) faced in the case ____20/pts
- Professionalism – grammar, punctuation, spelling, appearance, etc. ____/10 pts
- Overall quality of report ____/20 pts

Oral Presentation

- Time requirement ____10/pts
- Well prepared for presentation ____/5 pts
- Organization ____/10 pts
- Delivery ____/5 pts
- Clarity ____/5 pts
- Visual aides used ____/5 pts
- Overall quality of presentation ____/10 pts

Grading

Total formal written report: _____ 100 points possible

Total presentation: _____ 50 points possible

Overall Grade: _____ 150 total points possible

Comments:

BADM 2030 Business Ehtics

Project/Presentation Evaluation Sheet

Student: SAMPLE ONLY

Topic: SAMPLE ONLY

	Points Earned	Points Possible	%
FORMAL REPORT (WRITTEN)			
Standard formal report formatting and quality standards are followed			
Title page	1	1	100.0%
Table of contents	1	1	100.0%
Executive summary	4	5	80.0%
Reference page	0.8	1	80.0%
Documented use of research	2.5	3	83.3%
Report represents a record of the research conducted	1.75	2	87.5%
In-text citations used	0.8	1	80.0%
Requirement of four sources used and documented	2.5	3	83.3%
Overall quality of report	7.5	8	93.8%
Ethical issues			
Ethical issue(s) clearly identified and explained	8.7	10	87.0%
Show the stakeholder perspective			
Assess the corporate culture	4.5	5	90.0%
Identify stakeholder groups	8.2	10	82.0%
Identify stakeholder issues (for each group)	8.8	10	88.0%
Assess organizational commitment to social responsibility	4.8	5	96.0%
Identify resources and determining urgency	9	10	90.0%
Gain stakeholder feedback (how would you do this?)	4.7	5	94.0%
Discussion of framework for understanding ethical decision making			
Ethical intensity	9.2	10	92.0%
Individual factors (that guided your course of action)	9.1	10	91.0%
Organizational factors	8.1	10	81.0%
Opportunity	4.1	5	82.0%
Logical recommendations or course of action detailed (based on above factors)	8.9	10	89.0%
TOTAL WRITTEN	109.95	125	88.0%
ORAL PRESENTATION			
Visual aides	5	5	100.0%
Organized method of delivery	9.5	10	95.0%
Presentation represents aspects delivered in the paper	17	20	85.0%
Delivery style appropriate for topic and setting	8.5	10	85.0%
Ability to handle questions and facilitate debate after presentation	17	20	85.0%
Overall quality of presentation	8.9	10	89.0%
TOTAL ORAL PRESENTATION	65.9	75	87.9%
TOTAL OVERALL GRADE:	175.85	200	87.9%

Comments:

MGT 2150 Leadership

Personal Development and Leadership Planning – PDLP

“You have brains in your head. You have feet in your shoes. You can steer yourself any direction you chose. You’re on your own. And you know what you know. And you are the guy who’ll decide where to go.”

Dr. Seuss from Oh, the Places You’ll Go

“A key to the ability to change is a changeless sense of who you are, what you are about and what you value.”

Stephen Covey, Principled-Centered Leadership

Outcomes of PDLP (Personal Development and Leadership Planning)

- To examine and explore your traits, behaviors, values, beliefs, and sense of personal purpose and their impact on personal and leadership effectiveness.
- To explore and develop statements of personal purpose and leadership vision.
- To design and write a compelling and specific action plan which builds upon your leadership strengths and improves your personal leadership effectiveness.
- To install the process and practice of personal introspection and leadership development.

Why Leadership Development?

One constant that has emerged for the research on leadership is that the most effective leaders understand themselves thoroughly and particularly how they impact those around them. They know their strengths and weaknesses, and what to do to capitalize on them. Research has indicated that effective self-direction and awareness is an essential leadership capability. Powerful and influential leaders are candid about who they are and what they want. They know how to utilize their strengths and manage their weaknesses to make the greatest contribution.

Four Essentials of the PDLP

1. My personal purpose: A statement of personal purpose and values
2. Leadership vision: description of what I want to become and create as a leader
3. Where to tap: a summary of my strengths and weaknesses
4. Development action plan: Key development outcomes to enhance effectiveness

1 – Statement of Personal Purpose and Core Values

“If you want to be a better human being and a better leader, you need to be clear about who you are and what your personal mission is. Once you do that, you can get your energy focused in a direction that has meaning for you.” **Bob Bostrom – 1996 inside USAA**

Knowing who you are is one of the first steps in developing a useful personal leadership development plan. This element of the PDLP consists of the two sections listed below.

- A) Statement of personal purpose: Purpose provides meaning, our sense or reason for being. Write your own eulogy or retirement address. This activity will help you reflect on your own purpose and mission. You will take your insights and write a statement of personal purpose for this section of your PDLP. Your statement of purpose might start with a statement such as, “I believe I am here to...” or “My main purpose or mission in life is...” Answering questions such as “What is my reason for being? What is my mission and direction? What is the changeless core within me?” will also help reflect on your statement of purpose. Personal purpose or mission statements are typically short, not more than a paragraph or two.
- B) List of top five core values: Values reflect what is really important to you or what really matters. The eulogy/retirement activity along with your own introspection will help you identify core values and provide insights into what is really important to you. Examples of core values you might uncover are: “honesty, integrity, freedom, respect, security, wealth, power,” etc. This list should be prioritized and should include a brief description of what each value means to you and how each value impacts your life and your potential leadership effectiveness.

2 – My Leadership Vision: What I want to be and create as a leader

“Your vision will become clear only when you look into your heart. Who looks outside, dreams. Who looks inside, awakens.” **Carl Jung**

Write a description of your leadership vision. Here, you will capture your vision of what kind of leader you want to be and what you might create as a leader. Vision describes what you want to create, what you want to accomplish, or your desired outcomes in a certain context. A vision statement might be something as simple as “I want to create an organization to which people want to belong”. To write this part of your PDLP, it may be helpful to build a full representation of yourself as a leader in the future. You might also guide your leadership visioning process by filling in the statement, “The kind of leader I want to be is _____.” Think about the themes revealed in your eulogy/retirement exercise. How might you demonstrate or operationalize your personal purpose and values as a leader?

3 – A summary of strengths and weaknesses: “Where to tap”

“First and foremost, concentrate on your strengths. Put yourself where your strengths can produce results... One cannot build performance on weaknesses, let alone on something they cannot do at all.” **Peter F. Drucker**

In this section of your PDLP you will summarize the strengths and weaknesses you identified from the self assessment instruments in class. You can create a matrix or a list of strengths and a list of weaknesses, as well as, write a concise analysis of your observations and insights gathered from these assessments and class discussions. One of the outcomes of this course is to recognize your strengths and weaknesses and to think about how these patterns of behavior might impact your ability to lead and influence others. We have completed several self assessment exercises in class like the Myers-Briggs type indicator as well as others. These will be useful in this section of your PLDP.

4 – Development of an action plan: How will I develop and enhance my personal and leadership effectiveness?

“Becoming an effective leader does not occur in a day, a week, a month, or a year. It is a life-long pursuit of acquiring knowledge, raising self-awareness, practicing skills and behaviors, making mistakes, observing others, and constant learning and change.” **Founding ILA Director C. Riordan**

In section four of your PDLP you will compose a **compelling** and **specific** leadership action plan to enhance your strengths and improve your development areas or weaknesses. **Compelling** means that your leadership development outcomes will tie to your personal purpose or what drives and motivates you. **Specific** means that you will include outcomes, detailed steps/actions or activities you will complete to accomplish these outcomes. **Evidence** of progress for each outcome is essential to include as well. **Evidence** means how you will know you are done... what will you see, hear and feel to know you have accomplished your outcome. You may want to limit your focus to 3 to 5 key development outcomes only. Each of your outcomes and action steps should be well formed: positive, in your control, and have concrete behavioral evidence. It may also be helpful to map each major development outcome.

Ex: The top part of your map will indicate your motivation for the outcome and the lower part of the map depicts possible action steps and activities for accomplishing the outcome.

Suggestions:

- Think about your leadership development throughout this course. Much of the thoughtful and introspective work leading to the PDLP document will be done throughout the semester by completing self assessments, course work, and class discussion. Thinking about and integrating the information you gather from these items will help you make regular progress on your final PDLP.
- This is a serious endeavor but it is not a somber assignment or process. Think seriously and joyfully about how you want to continue to develop and learn as an individual and leader with integrity and influence. Learning and development will be an on-going essential part of your life and your success as both an individual and a leader. This PDLP should represent the best of who you want to be and what you want to achieve to enhance your leadership effectiveness over the next several years.
- Feel free to contact me for guidance or coaching on your PDLP.
- I would encourage you to use mentors, classmates, friends and parents as sounding boards and supports for this PDLP development process.

Grading criteria for your PDLP

Clarity, organization, and professionalism

- Clear writing style and logical flow of writing
- Use of headings and subheadings when appropriate
- Clear transitions between sections of the paper, title page and numbered pages

Thoroughness and completeness

- Complete coverage of the four required elements
- Sections communicate who you are (your purpose, strengths and weaknesses), what kind of leader you want to be in the future and how the developmental outcomes you selected to work on will get you there.
- Each element does not exceed four text pages
- Action plan in section 4 includes 3 to 5 development outcomes with specific detailed actions steps/activities.
- Action plan in section 4 includes the components for creating a specific compelling plan; well-formed outcomes, action steps, resources, timelines, obstacles, and evidence of progress.
- The action plan demonstrates a variety of developmental activities.

Quality and Stretch

- Care and critical thought put into all items of the PDLP.
- Elements 1-3 are a summary and integration of your personal purpose, desired leadership vision/direction, and feedback insights. Thoughtful integration of motivation, personal purpose and leadership direction/vision.
- Plan demonstrates integration of self assessments and class discussions.
- Selected outcomes appear linked to insights.
- Plan demonstrates creativity in developing actions and activities to develop your unique strengths and deal with development issues.
- PDLP action plan (element 4) provides appropriate level of stretch, challenge and skill development to enhance leadership and personal effectiveness.

MGT 2150 Leadership: *Personal Development and Leadership Planning – PDLP*

Outcomes of PDLP (Personal Development and Leadership Planning)

- To examine and explore your traits, behaviors, values, beliefs, and sense of personal purpose and their impact on personal and leadership effectiveness.
- To explore and develop statements of personal purpose and leadership vision.
- To design and write a compelling and specific action plan which builds upon your leadership strengths and improves your personal leadership effectiveness.
- To install the process and practice of personal introspection and leadership development.

Four Essentials of the PDLP

1. My personal purpose: A statement of personal purpose and values
2. Leadership vision: description of what I want to become and create as a leader
3. Where to tap: a summary of my strengths and weaknesses
4. Development action plan: Key development outcomes to enhance effectiveness

Grading criteria for your PDLP

Clarity, organization, and professionalism: Points _____/10

- Clear writing style and logical flow of writing
- Use of headings and subheadings when appropriate
- Clear transitions between sections of the paper, title page and numbered pages

Thoroughness and completeness: Points _____/45

- Complete coverage of the four required elements
- Sections communicate who you are (your purpose, strengths and weaknesses), what kind of leader you want to be in the future and how the developmental outcomes you selected to work on will get you there.
- Each element does not exceed four text pages
- Action plan in section 4 includes 3 to 5 development outcomes with specific detailed actions steps/activities.
- Action plan in section 4 includes the components for creating a specific compelling plan; well-formed outcomes, action steps, resources, timelines, obstacles, and evidence of progress.
- The action plan demonstrates a variety of developmental activities.

Quality and Stretch: Points _____/45

- Care and critical thought put into all items of the PDLP.
- Elements 1-3 are a summary and integration of your personal purpose, desired leadership vision/direction, and feedback insights. Thoughtful integration of motivation, personal purpose and leadership direction/vision.
- Plan demonstrates integration of self assessments and class discussions.
- Selected outcomes appear linked to insights.
- Plan demonstrates creativity in developing actions and activities to develop your unique strengths and deal with development issues.
- PDLP action plan (element 4) provides appropriate level of stretch, challenge and skill development to enhance leadership and personal effectiveness.

Student: _____

Total Points: _____/100

_____%

MGT 2050 Leading Change: What I will change and how I will do it

Name: **SAMPLE ONLY**

Topic: **SAMPLE ONLY**

Written Report	Points Earned	Points Possible	%
Executive Summary	4.5	5	90.0%
Introduction and Purpose	4	5	80.0%
Stakeholder identification and effect	4.5	5	90.0%
Overall quality of paper	14	15	93.3%
Unfreeze			
Establish urgency	12	15	80.0%
Identify sources of complacency and how you will overcome it			
Create a guiding colatiion	9	10	90.0%
Find the right people, create trust, develop common goa			
Develop vision	14	15	93.3%
Vision			
Imaginable, desirable, feasible, focused, flexible, communicable			
Strategies			
Plans			
Budgets			
Communicate the change vision	13	15	86.7%
Develop a communication plan			
Awareness, Understanding, Collaboration, Commitment, Advocacy			
Must address both			
Logical and emotional resistance			
Change			
Empower or enable broad based action	13.5	15	90.0%
Identify barriers to empowerment			
Describe barrier removal			
Generating short term wins (plan)	13.5	15	90.0%
Measurable, visible, timely, relevant to stakeholders, objectives, etc			
Consolidate gains and more change	9	10	90.0%
Keep momentum going and complacency out			
Refreeze			
Anchoring new approaches in culture	9	10	90.0%
Conclusion	4.5	5	90.0%
How will you know when you are successful?			
Paper Total	124.5	140	88.9%

Presentation			
Time requirement met (minimum 15 min.) Not including discussion	5	5	100.0%
Visual aides and/or multimedia used	10	10	100.0%
Organized method of delivery and logically follows the written paper	9	10	90.0%
Vision communicated in less than 5 minutes	9	10	90.0%
Each area (step) discussed	9	10	90.0%
Delivery style appropriate for topic and setting	5	5	100.0%
Facilitation of discussion	9	10	90.0%
Total Presentation	56	60	93.3%

Total Paper and Presentation	180.5	200	90.3%
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